

## **Week 4: Application Assignment**

**Submit by the end of Week 4.**

### **Action Planning and Professional Growth**

So far in the Comprehensive Needs Assessment of your selected campus, you have evaluated the various Academic Excellence Indicator System (AEIS) reports and selected a target area of weakness. You have written a measurable goal and objective for the target area, and you have researched strategies and activities, including specific professional development, to address the target area and meet the goal and objective.


This week, you will complete a campus action plan and an agenda for a one-day professional development that addresses the target weakness.

#### ***Performance Outcomes***

- Create a campus action plan to address the areas of need based on data from the needs assessment, including professional development plans and resources and tools for school improvement efforts.
- Complete an agenda for one professional development day, match training to teacher and student learning needs, and develop a timeline for follow-up professional development activities to address the targeted need area.

## Rubric

Use this rubric to guide your work on the Week 4 School-Based Application, “Action Planning and Professional Growth.”

<b>Tasks</b> 	<b>Accomplished</b>  <b>10</b>  The evidence suggests that this work is a “Habit of Mind.” The educator is ready to mentor others in this area.	<b>Proficient</b>  <b>8</b>  The evidence suggests that performance on this work matches that of a strong educator.	<b>Needs Improvement</b>  <b>6</b>  The evidence does not yet make the case for the educator being proficient at this task.
<b>Week 4 Application: Action Planning &amp; Professional Growth</b>			
<p>Create a campus action plan to address the areas of need based on data from the needs assessment, including professional development plans and resources and tools for school improvement efforts.</p> <p>Complete an agenda for one professional development day, match training to teacher and student learning needs, and develop a timeline for follow-up professional development activities to address the targeted need area.</p>	<p>Completes action plan with all critical elements from the lecture and PowerPoint addressed.</p> <p>Includes a minimum of 3 strategies/activities to address the objective in the action plan.</p> <p>Develops a professional development agenda that connects directly to the goal and objective stated in the action plan and includes the topic, subtopic, and strategies/activities for the agenda’s delivery.</p> <p>Completes a detailed timeline and evaluation plan for follow-up professional development to ensure implementation.</p> <p>Responses are well written and relevant to course content.</p> <p>No errors in grammar, spelling or punctuation</p>	<p>Completes action plan with 5-6 critical elements from the lecture and PowerPoint addressed.</p> <p>Includes 2 strategies/activities to address the objective in the action plan.</p> <p>Develops a professional development agenda that addresses the goal/ objective cited in the action plan but does not specify strategies/activities to deliver professional development.</p> <p>Creates a follow-up plan that lacks sufficient detail for timeline and/or evaluation plan.</p> <p>Responses show some relevance to course content.</p> <p>Few errors in grammar, spelling or punctuation.</p>	<p>Completes action plan with 1-4 critical elements from the lecture and PowerPoint addressed.</p> <p>Includes 1 strategy/ activity to address the objective in the action plan.</p> <p>Does not tie the professional development agenda to the goal/objective stated in the action plan or state strategies/activities for professional development delivery.</p> <p>Does not create a timeline or follow-up professional development.</p> <p>Responses lack clarity and depth and/or multiple errors in grammar, spelling or punctuation.</p>

## Week 4: Application Assignment

### Part 1: Campus Action Plan

For a campus to make lasting change, school improvement must be an ongoing, continuous process. In Part 1, you will demonstrate your understanding of continuous improvement by creating an action plan for an area of weakness that you identified in an analysis of AEIS data. Your budget for the plan is \$6,000.

#### Part 1: Campus Action Plan

Directions:

- In Resources, locate and view the PowerPoint, *District and Campus Planning and Decision Making*, from Education Service Center XV. This PowerPoint provides information that will help you successfully complete the action plan for your Application assignment.
- Review the Friend ISD Action Plan, and use it as an example for creating the action plan for your selected campus.
- Complete the action plan for your selected campus. Remember your budget is \$6,000.

#### Sample Action Plan

Goal: Friend ISD will have an Exemplary rating by 2006.				
Objective: By May 2002, 86% of all students and student groups*, including special education students tested, will pass all portions of the state assessment, and the performance gap will be reduced by 10% between student groups.				
Activity Strategy	Person(s) Responsible	Timeline	Resources/Estimated Cost	Formative Evaluation
Provide after-school tutorials for students at-risk for failure.	Sonia Jones	Oct. – Nov. 2001 Jan. – April 2002	SCE Funds Materials: \$2038 .4 FTEs: \$11,480	Students at-risk for failure will demonstrate improvement on 6-week exams and benchmark tests.
Hire two additional math teachers to reduce the student-teacher ratio from 28:1 to 20:1 to meet the needs of students at-risk for failure in math.	Edward Goodwin	Aug. 2001 – May 2002	SCE 1.4 FTE: \$42,000 (140 students, 5 math teachers, 70% at-risk Need 2 additional teachers to reduce the ratio to 20:1 Calculation: 2 teachers hired at \$30,000 each; 70% of \$60,000 charged SCE)* *Not included in the plan	Improved 6-week grades for all students, especially those at-risk for failure in math

## Campus Action Plan

<b>Goal:</b> By the year 2011 Hardin-Jefferson High School will earn an Exemplary rating based on the TEA Accountability Standards.				
<b>Objective:</b> The number/percent of African American students that meet standard on 10 <sup>th</sup> and 11 <sup>th</sup> grade TAKS Science Test will increase from 76% in 2008 to 85% by June 2009.				
<b>Target Group(s):</b> African American 10 <sup>th</sup> and 11 <sup>th</sup> grade students, all students will be evaluated for need based on Oct. / Nov. benchmark testing.				
Activity/ Strategy (Include 3)	Person(s) Responsible	Timeline	Resources/Estimated Cost	Formative Evaluation
1. Science TAKS Camp	Principal and Science Dept. Faculty	1 Saturday in -February -March -April	-Lab Supplies \$600 -3 Teachers \$100 per day X 3 days = \$900. -Student Incentives Donations \$750.	<ul style="list-style-type: none"> <li>• Benchmark Results</li> <li>• TAKS Results</li> <li>• Participation Log</li> </ul>
2. TEK Target Tutorials	Principal and Science Dept. Faculty	2 days per week Nov. through April 3:00-4:00 pm	- Labs \$1000.00 for Interactive, Formal, Mini, Demonstration Labs	<ul style="list-style-type: none"> <li>• Benchmark Results</li> <li>• TAKS Results</li> <li>• Student Science TEK Portfolio</li> <li>• Tutorial Sign-in Sheets</li> </ul>
3. Purchase and implement "TAKS Science Starters Program"	Principal and Science Dept. Faculty	Sept. 2008-May 2009	\$1400.00 1 year site license	<ul style="list-style-type: none"> <li>• Benchmark Results</li> <li>• TAKS Results</li> </ul>

Summative Evaluation: Explain the summative evaluation process for the campus action plan.

The Summative Evaluation answers the question of whether or not the goal has been met. From this evaluation you will be able to identify the current need for future planning.

Summative Evaluation:  
Based on TEA Data Tables Report July 2009

85% of all students to include all subgroups will meet standard on TAKS Science by July 2009.

***Part 2: Professional Development Agenda***

Professional growth is an integral part of a Campus Improvement Plan. In professional learning communities, staff members understand that continuously honing one's skills is necessary for ongoing school improvement.

In Part 2 of this week's Application, you will develop an agenda for a professional development day that addresses the targeted campus need and include a timeline for follow-up professional development.

Directions:

- In Resources, locate and view the PowerPoint, *Professional Development Planning: Matching Trainings to Teacher and Student Learning Needs*, from the School Improvement Resources Center (SIRC) of Region XIII Educational Service Center. This PowerPoint provides information that will help you successfully complete the professional development portion of this assignment.
- Develop a one-day professional development agenda that does the following:
  - Connects directly to the goal/objective cited in the action plan.
  - Includes the topic and subtopics for the professional development day.
  - Includes strategies/activities from Week 3 research that are directly related to the goal/objective stated in the action plan.
- Develop a timeline and plan for follow-up professional development to ensure implementation. Follow-up can include coaching, classroom observations with feedback, staff meetings, lesson plan reviews, and other appropriate activities.

**Professional Development Agenda**

Action Plan Goal: By the year 2011 Hardin-Jefferson High School will earn an Exemplary rating based on the TEA Accountability Standards.				
Action Plan Objective: The number/percent of African American students that meet standard on 10 <sup>th</sup> and 11 <sup>th</sup> grade TAKS Science Test will increase from 76% in 2008 to 85% by June 2009.				
Topic: To improve the alignment of professional development with improved student performance in the area of science.				
Subtopics: Science Dept. Restructuring				
Grade Level: 9-11	Facilitator: Science Dept. Head	Location: Science Dept.	Start Time: 8:00	End-Time: 3:00
Strategy/ Activity	Purpose	Description	Steps	Estimated Time
Establish a Professional Learning Community	To improve all students learning and improve teacher effectiveness.	All members of the high school science dept. will participate in the development and implementation of a Professional Learning Community (PLC).	-Articulate a Shared Vision for the learning community. -Through collaboration establish goals for the PLC which include responsibilities of members to be active participants - Establish Date/ Time of the first meeting and the format in which the agenda will be produced.	2 hours
Disaggregate Data	To improve teacher effectiveness and student performance by mining the data to identify patterns and trends. Identify weak/strong obj. for Target TEK Tutorials.	Disaggregate TAKS Data by subgroups, grade, and individually.	-Disaggregate TAKS Data by subgroups, grade, and individually -Identify weak/strong obj. for Target TEK Tutorials. -Begin development of TEKS Objectives Portfolios for 10 <sup>th</sup> grade students.	2 hours
Lunch		Provided		45 min.
TAKS Science Starters Program	To vertically and horizontally align science	Program developer will lead science	Presenter: Kathy Reeves	2 hours

	instruction.	staff through the implementation of the program.		
PD Evaluation				5 min.

***Professional Development Follow-up***

Explain in a paragraph how you would follow up your professional development agenda. Include the strategy/activity and a timeline.

The establishment of a Professional Learning Community (PLC) provides alignment in the follow-up process. A core responsibility of the PLC is to evaluate the effectiveness of professional development as it relates to student improvement, teacher preparedness, and program effectiveness. The PLC will meet every three weeks to evaluate progress toward department relevant goals and objectives contained in the Campus Improvement Plan. The science department faculty would continue and complete the TEK objectives portfolios by the end of the first grading cycle. The science department head would be responsible for obtaining a program report for the newly implemented TAKS Science Starters Program from each science teacher each grading cycle. Benchmark testing will provide data needed for portfolio updates and the effectiveness of the TAKS Science Starter Program. Overall summative TAKS data will be available in early summer from TEA.